

## **NSTTAC Transition Specialist Competencies:**

### **Within the 1<sup>st</sup> month:**

1. Write IEPs that includes the required transition components
  - IDEA 2004
  - Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter:
  - appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills
  - the transition services (including courses of study) needed to assist the child in reaching those goals
  - beginning not later than 1 year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority Age 16 (Indicator 13)
  - Current Measurement Language for Indicator 13 "Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority." (20 U.S.C. 1416(a)(3)(B))
2. Have knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor, and civil rights.
3. Administer formal and informal transition assessment (i.e., self-determination, academic, career and vocational, independent living)
4. Use interest preferences of the individual with exceptional needs to develop post-school goals and educational objectives.
5. Evaluate students' educational program with respect to measureable post-school goals and alignment of those goals with instructional activities.

### **Within 3-6 months**

1. Identify job seeking and retention skills identified by employers as essential for successful employment
2. Participate with a multi-disciplinary team.
3. Identify agencies outside of the education system in the community that are serving individuals with disabilities (e.g., disability services in college, developmental disability councils, Easter Seals, public transportation, mental health agency)
4. Create opportunities for collaboration with other practitioners in the education system that are serving students with disabilities (e.g., curriculum coordinator, dropout prevention coach, career technical education coordinator)
5. Provide information to families about transition-related education and services, and post-school options in specific outcome areas.
6. Systematically identify family service needs related to transition outcomes and assist families to connect with support networks.

### **Within 1 year**

1. Identify the roles of federal, state, provincial, and local legislation and implications for providing transition services at the local levels.
2. Interpret results of transition assessment for individuals, families and professionals.
3. Utilize methods for providing work-based instruction by setting up job site in the community
4. Provide community-based education for individuals with exceptional learning needs
5. Provide career education and exploration
6. Facilitate access into community services
7. Utilize skills to seek strategies for resolving differences that may arise in the implementation of interagency agreements or the provision of transition services for individuals with exceptional learning needs.
8. Provide transition-focused technical assistance and professional development in collaboration with family members for educators, community agency personnel, and other relevant transition stakeholders.

9. Develop coordinated interagency strategies to collect, share, and use student assessment data, with appropriate input and authorization of students and families.
10. Assess and use student support systems to facilitate the post-school transition of individuals with exceptional learning needs.
11. Identify future post-school service needs using transition planning documents in conjunction with relevant agencies.
12. Match skills and interest of the student to skills and demands required by postsecondary education settings, vocational employment settings, community residential situation, and other community participation options.
13. Have knowledge of the Taxonomy for Transition Programming or other widely accepted frameworks for implementing secondary transition and education services
14. Have knowledge of standard curriculum and education methods and models
15. Have knowledge of career and vocational education methods, models, and curricula.
16. Have knowledge of instruction for:
  - Identifying job skills
  - Teaching job seeking skills
  - Matching students skills to jobs
  - Identifying vocational preferences
  - Identifying social skills

[http://www.nsttac.org/sites/default/files/JiT\\_What\\_Transition\\_Specialist\\_Need\\_to\\_Know\\_10-13-11\\_final.pdf](http://www.nsttac.org/sites/default/files/JiT_What_Transition_Specialist_Need_to_Know_10-13-11_final.pdf)